

Term	Food - First half of rotation
Topics Covered	Foods from around the world. Vegetarianism. Practical work: Chilli con carne, vegetable curry, Couscous salad
Expectations Challenge and Support	<u>Expectations</u> - All students will complete a booklet of work that evidences their design and creative process. This is tailored to their ability level. Practical work allows for recipe engineering and development.
Assessment opportunities	Students will be assessed on skills and knowledge demonstrated in practical and book work.
Homework	There will be three homework tasks set during this project in preparation for practical work.
Vocabulary	Specific tool names: frying pan, garlic press, colander, grater. Specific material names: All ingredients used in the practical work. Specific process names: Dicing, simmer, sauce, thickening, blending

Term	Food - Second half of rotation
Topics Covered	Product design and development with nutritional analysis. Fairtrade Practical work: Burger meal, basic sponge adaption and decoration, cookie challenge.
Expectations Challenge and Support	<u>Expectations</u> - All students will complete a booklet of work that evidences their design and creative process. This is tailored to their ability level. Practical work allows for recipe engineering and development.
Assessment opportunities	Students will be assessed on skills and knowledge demonstrated in practical and book work.
Homework	There will be three homework tasks set during this project in preparation for practical work.
Vocabulary	Specific tool names: Pattie press, electric mixer, digital scales. Specific material names: All ingredients used in the practical work. Specific process names: binding, creaming, flavouring, consistency, icing.

Term	Textiles - First half of rotation
Topics Covered	Decorative bag <ul style="list-style-type: none"> - The difference between printing and resist dye methods - Suitable materials for decorative techniques (fabric properties), specifically considering cotton. - Fabric properties for different products. - Designing – develop design ideas for a bag incorporating 1 or more of the dyeing techniques - Designing – development of the shape and structure of the bag. - Designing – selection of a fastening to create a removable cushion cover - Planning of stages of making
Expectations Challenge and Support	<u>Expectations-</u> All students will complete a booklet of work that evidences their design and creative process. This is tailored to their ability level. They will also produce test samples using a variety of decorative dyeing techniques.
Assessment opportunities	Students will be assessed on their ability to design a product that meets the design brief and the presentation of their ideas.
Homework	There will be three homework tasks set during this project.
Vocabulary	Specific tool names: <ul style="list-style-type: none"> - Wax pot and tjanting - Printing block Specific material names: <ul style="list-style-type: none"> - Plain weave cotton - Water-based dye Specific process names: <ul style="list-style-type: none"> - Batik - Tie-dye - Block printing

Term	Textiles - Second half of rotation
Topics Covered	Decorative bag <ul style="list-style-type: none"> - Making skills: Use of dyeing techniques and specialised equipment to decorate fabric - Creation of a lining to improve quality finish. - Quality control in manufacture. - Practical skills – Selection and application of chosen and selected techniques. - Making skills: Use of the sewing machine to sew fabrics together accurately - Evaluation – of dyeing techniques and sewing techniques used. - Recycling textiles. - Use of CAD/ CAM in manufacturing
Expectations Challenge and Support	<u>Expectations-</u> All students will complete a booklet of work that evidences their design and creative process. This is tailored to their ability level. They will also produce a practical dyed textiles bag using a wide variety of textiles techniques.
Assessment opportunities	Students will be assessed only on their planning and making skills within this section of the rotation.
Homework	There will be three homework tasks set during this project.
Vocabulary	Specific tool names: <ul style="list-style-type: none"> - Wax pot and tjanting - Printing block Specific material names: <ul style="list-style-type: none"> - Plain weave cotton - Water-based dye Specific process names:

	<ul style="list-style-type: none">- Batik- Tie-dye- Block printing- Lining- Seam allowance
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Term	Timber - First Half of Rotation	
Topics Covered	Gadget Stand Project: <ul style="list-style-type: none"> - Understanding and interpreting a design challenge - Drawing design ideas in 3D - Annotating design ideas - Advanced computer aided design and manufacture (CAD/CAM) skills. - Evaluation 	
Expectations Challenge and Support	All students will complete a booklet of work that evidences their design and creative process. This is tailored to their ability level. They will also produce a practical piece using basic metal working skills and a paint finish.	
Assessment opportunities	Students will be assessed on their knowledge and skills during lessons to aid the retrieval of information held in their long-term memory. These tasks will be chosen from four key areas of knowledge associated with design and technology that include: literacy, design, practical skills and processes. They will also have two summative assessments, one at the end of the design section and the other at the end of the making section. Students will be given formal feedback on these areas against a set of assessment criteria and additional feedback in the form of a strength, to improve and accuracy comment with a space provided for a student response.	
Homework	Students are no longer set homework at KS3.	
Vocabulary	Justification Measurable Criteria Context Specification Shading Isometric Rendering Annotation Review Justify Material Names Tool Names	Finish Names Process Names Tolerance Quality control Manufacturing Safety Quality Accuracy Evaluation Review Justification Explanation

Term	Timber - Second Half of Rotation	
Topics Covered	Trinket Box Project: <ul style="list-style-type: none"> - Drawing ideas in 3D - Annotating design ideas - Intermediate woodworking skills 	
Expectations Challenge and Support	All students will complete a booklet of work that evidences their design and creative process. This is tailored to their ability level. They will also produce a practical piece using intermediate wood working skills and a natural Danish oil finish.	
Assessment opportunities	Students will be assessed on their knowledge and skills during lessons to aid the retrieval of information held in their long-term memory. These tasks will be chosen from four key areas of knowledge associated with design and technology that include: literacy, design, practical skills and processes. They will also have two summative assessments, one at the end of the design section and the other at the end of the making section. Students will be given formal feedback on these areas against a set of assessment criteria and additional feedback in the form of a strength, to improve and accuracy comment with a space provided for a student response.	

Homework	Students are no longer set homework at KS3.	
Vocabulary	Justification Measurable Criteria Context Specification Shading Isometric Rendering Annotation Review Justify Material Names Tool Names	Finish Names Process Names Tolerance Quality control Manufacturing Safety Quality Accuracy Evaluation Review Justification Explanation